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ABSTRACT

Accommodations that can aid in the learning process for disabled students at Clarion University of Pennsylvania are outlined in this handbook funded by the college's Affirmative Action Committee. Objectives of the guide are: to define and describe the major disabilities (hearing impairment, learning disability, mobility impairment, speech impairment, and visual impairment); to identify the major problems that disabled students encounter during the academic semester; to outline disabled student responsibilities for making teachers aware of problems that their disability will cause for them in the class; and to suggest changes that may be made by faculty to accommodate the special needs of disabled students. For each disability, accommodations for the classroom and for testing are suggested. Guidelines for faculty and for disabled students are also included for each type of disability. In addition, a bibliography of sources that contain information about disabilities and dealing with disabilities is provided, along with a glossary. Appendices also include: a request form for testing alternatives, a statement of Clarion University's policy for relocation of classes and miscellaneous adjustments, and information on the accessibility of specific academic facilities at Clarion University. (SW)

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A UNIVERSITY HANDBOOK ON DISABILITIES

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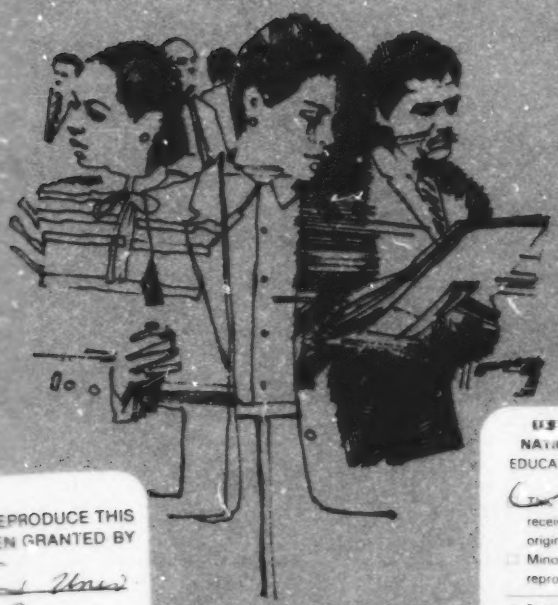
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CLARION UNIVERSITY OF PENNSYLVANIA
Clarion, Pennsylvania 16214

1984

HE 017 933

CAMPUS CONTACTS

Affirmative Action Officer (216 Carrier Administration Building) . . . . . Phone 226-2109.
This office deals with concerns about accessibility and complaints of discrimination.

Assistant Vice President for Administration. Section 504 Coordinator (218 Carrier Administration Builidng) . . . . . Phone 226-2240.
This office deals with physical accessibility on campus and the removal of physical barriers.

Director, Educational Opportunities Program/ACT 101 (110 Egbert Hall) . . . . . Phone 226-2321.
The various accommodations available for learning disabled students, include priority scheduling, taped texts, tutors/readers, study groups, academic and career counseling and alternative methods of testing.

Director, Special Services Program (Haskell House) . . . . . Phone 226-2347.
This program works closely with disabled students to assess and meet individual academic needs and to assist in arranging for readers, tutors, typists, taped texts, and residence hall considerations. The program also works in conjunction with government agencies to provide financial support and special equipment, such as cassette recorders and mobility aids, to meet individual student needs.

Housing Office (228 Egbert Hall) . . . . . Phone 225-2352.
The first floor of Ralston Hall has been reserved for disabled student housing. Arrangements for housing in Ralston Hall can be made through the Housing Office.

PUSH - People Understanding Situations of the Handicapped-Student Organization (c/o Special Services Program, Haskell House) . . . . . Phone 226-2347
The purpose of this organization is to recognize and focus attention on the special needs of disabled individuals by increasing awareness, understanding, and sensitivity to their needs. The organization is a student resource and support group.

Speech Pathology and Audiology Department (Keeling Health Center) . . . . . Phone 226-2326
Provides appropriate testing for each type of communication disorder.

UNIVERSITY FACILITIES

Carlson Library . . . . . Phone 226-2303
The library has available for use by disabled students soundproofed listening rooms, recorded materials, and magnifiers. The library is also actively pursuing the acquisition of other aids for the visually impaired such as Visual Tek machines and View Scan machines. For current information ask at the Reference Desk.

...continued on inside back cover.

A UNIVERSITY HANDBOOK ON DISABILITIES

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The President

In September 1973, the 93rd Congress passed Public Law 93-112, the Rehabilitation Act of 1973. Section 504 of the Act stated: "No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In May 1977, the Department of Health, Education, and Welfare issued regulations implementing Section 504. This nondiscrimination statute guarantees a right of entrance for students with disabilities into our Nation's colleges and universities, as well as their participation in educational programs as a whole.

Accessibility, and the removal of barriers are prerequisites for this kind of participation. Physical barriers prevent access to buildings and classrooms; attitudinal barriers prevent access to minds and ideas. Clarion University of Pennsylvania is committed to accessibility and to the removal of barriers so that faculty and students may develop to their fullest potentials.

This handbook has been prepared by the 504 Sub-Committee of the University's Affirmative Action Committee in order to make faculty and students aware of the kinds of barriers which affect learning at our University. The criteria contained in this handbook, if followed, will assist the University in fulfilling its commitment to disabled persons and to the removal of barriers.

Faculty and students are encouraged to use this handbook in order to facilitate positive interactions that will help turn our commitment into a reality.

Thomas A. Bond, President

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Clarion University of Pennsylvania is committed to equal opportunities and affirmative action for all persons in its education programs, activities and employment practices. Please direct equal opportunity inquiries to Mr. Robert Gillis, Clarion University, Clarion, Pennsylvania 16214.

INTRODUCTION

There are 56 million physically and mentally disabled or handicapped persons in the United States (Begg, 1979). They constitute our largest and most heterogenous minority; a minority which we are ethically bound to recognize, and one which legally we can not ignore.

In 1977, the National Center for Health Statistics reported that as much as 10 percent of the entire United States population had some form of disability. Of the 1976 United States civilian and non-institutionalized population of 213 million, the estimated numbers of physically disabled persons were reported as:

Deaf and Hearing Impaired	16,219,000
Blind and Visually Impaired	11,415,000
Orthopedic Handicap-lower extremities	7,147,000
Orthopedic Handicap-upper extremities	2,500,000
Speech Impaired	1,995,000
Paralysis	1,532,000
Absence of major extremity	358,000*

(Digest ... 1979)

*These numbers cannot be totalled because individuals with more than one disability are reported in more than one category.

In 1973, Congress passed into law the Rehabilitation Act of 1973. Section 504 of this Act provides that "no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (29, U.S.C., 1976).

This same Act defines a handicapped individual as any individual who "has a physical or mental impairment which substantially limits one or more of such person's major life activities...." (29, U.S.C., 1976).

The application of this law at Clarion University ensures that:

1. no one may be excluded from any course, or course of study, on account of handicap;
2. classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;
3. academic degree or course requirements may be modified in certain instances to ensure full participation by handicapped students;
4. alternate methods of testing and evaluation are available in all courses offered by the University for students with requirements for such methods;
5. auxiliary aids are made available by the University for students with impaired sensory, manual or speaking skills;
6. certain campus rules and regulations may be waived if they limit the participation of handicapped students;
7. housing opportunities, employment opportunities, and other opportunities for handicapped students are equal to those of non-handicapped students.

As part of the University registration process, students are provided with a form on which they may list any special accommodations, the student may submit an appeal or grievance to the department head or other university official responsible for the accommodation and, if necessary, to the Section 504 coordinator. (Clarion, 1983-84, p. 127).

The purpose of this handbook is to:

- define and describe the major disabilities with which faculty and students at Clarion University of Pennsylvania will come in contact;

- identify the major problems which disabled students encounter during the course of an academic semester;

- outline disabled student responsibilities for making faculty members aware of any problems that a particular disability will cause for the student in a class; and

- suggest changes which may be made (and in some cases must be made) by faculty to accommodate the special needs of disabled students in their classes.

In addition, this handbook includes a glossary and a bibliography of sources which contain information about disabilities and dealing with disabilities.

Finally some food for thought. A disability is a physical or mental impairment which will become a handicap if a person's physical or social environment places impossible and unwarranted restrictions on his/her rights to achieve.

It is our hope that this handbook will provide the knowledge and foster the understanding necessary to make "handicap" a word that our students never hear.

HEARING IMPAIRMENT

Hearing impaired and deaf students are individuals who cannot use their hearing as a primary means of receiving communication. The major challenge for them is to find other means to substitute for their hearing loss. Depending on the severity of that loss, the student may use various other forms of communication. Mildly and moderately hearing impaired individuals will receive assistance through amplification techniques. More severely impaired or deaf individuals may use sign language or "manual" communication, finger spelling, lip (speech) reading and written messages to help them communicate.

Like hearing students, deaf and hearing impaired students will vary in the quality of their communication skills. The degree of hearing loss, amount of residual hearing, age at onset of the disability, and variances in individual traits and skills will determine the student's ability to communicate effectively.

Although the degree of hearing disability will differ with individual students, common characteristics for hearing impaired or deaf students will be evident in one or more of these ways:

- an inability to hear speech.
- they may hear, but have difficulty understanding speech.
- they may have poor speech and language, depending on the degree of hearing loss.

Suggested Accommodations

Classroom

- The student who is hearing impaired may only require some form of amplification to participate in class.
- Give the student preferential seating in an area with low background noise levels.
- Look at the student when you are speaking. Speak naturally and clearly.
- When others in the room speak (ie., students asking questions) repeat the question/comment and indicate who is speaking so that the hearing impaired student can follow the discussion.
- Avoid speaking with your back to the class. Use of an overhead projector will allow you to face the class while writing.
- Be sure to make notices for assignments, etc., in writing as well as by announcing them in class.
- Although viewing visual media would usually be within the realm of hearing impaired students' abilities, be aware of the fact that valuable spoken dialogue as well as class discussion can be lost to the hearing impaired student.
- For the student with a severe hearing loss, an interpreter will be necessary.

Testing

- Many hearing impaired and deaf students will be able to take examinations and be evaluated in the same way as other students. However, if the method of evaluation is oral, some accommodations based on individual hearing ability may need to be arranged by the instructor before the exam is given to the student.
- Because of varying reading abilities of hearing impaired students, additional time to finish a written exam may be needed.

Suggested Guidelines

Faculty

- Allow students to share notes with a fellow classmate or to tape your lectures.
- Provide students with assignments in written form.
- Help students take advantage of available tutors, interpreters, and note takers if necessary for successful classroom performance.
- Write on the blackboard, and use visual aids.

Student

- Inform the instructors as early as possible of your disability and of any accommodations that would be beneficial in the classroom and in testing.
- Have hearing evaluated annually and re-evaluated if hearing changes.
- Inform dorm counselors that you will need to be awakened if a fire alarm sounds.
- Take advantage of available services if necessary.
- Tape classes for listening after the class.
- If the instructor "forgets" you and your particular needs, remind him or her.

LEARNING DISABILITY

The most widely accepted definition of learning disabilities was devised in 1968 by the National Advisory Committee on Handicapped Children. This definition, later incorporated into the Education for All Handicapped Children Act of 1975 (Public Law 94-142), states:

> [People] with specific learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicappeds to mental retardation, emotional disturance, or to environment disadvantage (Section 12a.5 Federal Register. 8/23/77).

Because a learning disability is a "hidden handicap" the uninformed consider the student with such a disability to be retarded. The learning disabled student is **not** retarded. Learning disabled students have average to above average intelligence. The learning disabled (LD) student has varying information processing deficits, that is, problems taking the information in through the senses and bringing that information accurately to the brain.

Each LD adult will have a combination of abilities and deficiencies which, when examined together will present an inconsistent learning profile. Some common academic difficulties encountered by LD students are:

A. Reading-

- poor comprehension (substandard level for intelligence and experience)
- slow reading rate
- problems in integration/synthesis of material read
- poor oral reading

B. Writing-

- poorly formed or illegible letters
- frequent spelling errors
- inadequate development/organization of ideas in composition

C. Math-

- computational skills difficulties
- difficulty recalling the sequence of numbers/operations
- difficulty understanding terms representing quantitative concepts

D. Study Skills-

- inability to organize and budget time
- difficulty completing tasks
- poor notetaking and outlining skills
- difficulty using reference materials

Other characteristics can include: poor attention span, discrepancy in the quality of oral and written work, and poor short/long term memory for information presented in class.

Suggested Accommodations

Classroom

- Be flexible in working with learning disabled students, but do not feel that you must lower your standards. Keep in mind that learning disabled students may need additional opportunities to improve their grades because of their difficulties.

- Let students know about work ahead of time and extend deadlines whenever possible.

- The learning disabled student who has difficulty reading can obtain recorded texts from agencies such as Recordings for the Blind and the National Library Service for the Blind and Physically Handicapped. Encourage the learning diabled student to listen and read along during classroom exercises.

- Begin lectures and discussions with a review from the last class and an overview or outline of the topics to be covered during that class. Provide opportunities for participation and questioning of material presented. Allow the students to tape lectures or share lecture notes with a student aide.

- Use chalkboard or overhead projectors to highlight key concepts or difficult terminology, and to outline lecture material. Emphasize these points orally in lecture.

- Whenever possible, let students use mechanical devices (tape recorders, calculators, slide rules, etc.) in classwork. Allow oral presentations or taped papers instead of written papers.

- Provide time, during office hours, for individual follow-up of assignments, lectures and reading. Summarize the main points at the session's end.

- Be sensitive to the fact that learning disabled students may have difficulty completing oral readings in class, "pop" quizzes, and other in-class assignments which require reading and writing.

- Notify students of changes in course outlines and tests, or class requirements not listed on syllabi.

Testing

- It is essential for the LD student that your evaluation of his/her work be based on the acquistion of the knowledge you've taught, and not on his/her ability to read or write.

- Offer untimed tests. Allow the test to be taped or read to the student. Make arrangements, prior to tests, for students to take the test in a separate, quiet room.

- Give good directions. Test directions should be clear, direct and given in sequential order. Avoid asking questions with difficult sentence structure or embedded meanings.

Suggested Guidelines

Faculty

- Allow the learning disabled student to audit a class before registering for the course.

- Inform students of changes in textbooks before courses begin to allow time for the taped books to be orderd.

- Whenever feasible, offer alternative assignments to the student (ie., permission to give an oral report in place of a written paper).

- Help the student to organize by listing weekly/monthly schedules of assignments and due dates for your class.

- Vary the exam format to accommodate the student's individual learning style. Provide an essay test instead of an objective test or vice versa. Allow for oral, written or combination tests to be given to students with learning disabilities.

Student

- Inform your instructors of your learning disability and the ways you find you work best for tests, homework, reading and notetaking.

- Ask for a list of textbooks, and a syllabus if possible, before the semester begins.

- Arrange a conference with instructors before tests to remind them of testing accommodations that you will need.

- Get feedback from instructors on what you are/are not having success with in the course.

- If you fall behind in your work, inform the instructor and find out what can be done.

- Take advantage of available services when needed.

- If the instructor "forgets" you and your particular needs, remind him/her.

MOBILITY IMPAIRMENT

Defining the mobility impaired is quite difficult, in that so many types of individuals fit under this broad category. It would seem more efficient to focus on the actual types of disabilities in the definitive process. Three relatively broad categories exist and are defined as follows:

1) **The Neurologically Impaired:** those persons whose disabling condition is due to the lack of complete development or injury to the nervous system.

   a. Neurological (Cerebral) Impairments include cerebral damage, cerebral palsy, Friedreich's Ataxia, hemiparesis, hemiplegia and multiple sclerosis.

   b. Neurological (Spinal Cord) Impairments include Guillaine-Barre Syndrome, neuroblastoma spinal tumors, paraparesis, paraplegia, polio-caused paralysis, quadriparesis, quadraplegia, and spina bifida.

2) **The Orthopedically Impaired:** those who have crippling impairments which interfere with the normal function of the bones, joints, or muscles to such extent that special arrangements must be made in order that they may gain access to facilities and/or programs. Included among these would be students who have hemophilia, amputees, rheumatoid arthritis, scoliosis, and osteogenesis imperfectae.

3) **Other health impairments:** those whose weakened physical condition renders them relatively inactive or requires special consideration. Neuromuscular disorders such as muscular dystrophy and other progressive muscle diseases might be included.

There are probably as many different characteristics and manifestations as there are conditions listed above. However, common to all is the dependence on crutches, braces or wheelchairs to move about from place to place. Many who use wheelchairs, can walk or stand with aid but find it much easier, convenient, and time efficient to use a wheelchair. (Please refer to the glossary for specific mobility impairments.)

Suggested Accommodations

Classroom

- The first consideration is that the classroom building be accessible by wheelchair. Handicapped parking signs convenient to the entrance, curb cutouts, ramps, wheelchair lifts, elevators, and door clearances of at least 34 inches are essential considerations If the classroom is not accessible, Clarion University has a policy for the relocation of classes and miscellaneous adjustments. (See Appendix 2)

- Most non-ambulatory students prefer to remain in their wheelchair rather than risk injury attempting to transfer to a desk. This means that tables with space clearance for wheelchairs should be a minimum of 27½ inches high and 32 inches wide. (If the student has high function, he may only need a lap desk or clip board on which to write, while others may need a table.)

- Accommodating a mobility impaired student in a laboratory setting might necessitate the use of a ramp so that such a student will be able to work over the marble sills in a chemistry lab.

- Note taking is an important but occasionally impossible task, due to paralysis or tremors in the hands, arms, or fingers. Since the student is responsible for the material covered in class, he may choose from several different approaches: (1) the use of No-carbon-required (NCR) paper is ideal to give to another student in your class for his/her notes--and the copy goes to you; (2) carbon paper or photocopying are variations of this technique; (3) tape recorders are good but are better used as a backup for notes from others and yourself.

- If a field trip is a requirement of the course, arrangements should be made to allow the mobility impaired student to participate, or provide an alternate way for the student to meet the field trip requirements.

Testing

Traditionally, tests are given in writing in a limited period of time. Most teachers are willing to adapt a test if the handicap requires it. Several possibilities might be considered.

- Allow the student to use a tape recorder to answer questions if he/she cannot write down the answers.

- In the case of an essay test, the student might engage a writer to record his/her response if the student can neither speak clearly nor write, as in the case of some cerebral palsy students.

- Other options such as take-home exams, oral exams, or tests administered by a graduate assistant should also be considered.

- Assigned rooms for final examinations may need to be re-examined. Frequently, multi-sections of a class are scheduled in the chapel, or one of the auditoriums for final tests and none of these are equipped with tables on which to write.

Suggested Guidelines

Faculty

- A faculty adviser to a mobility impaired student may have to consider the accessibility of his office and in some cases arrange to meet the student at a more convenient location. Rescheduling of office time might need to be considered on certain occasions to accommodate the student.

- Early pre-registration of classes may need to be requested to insure that the student is able to schedule classes in accessible classrooms or at times convenient to the student's schedule. It is virtually impossible for a student in a wheelchair to get from one building to another in the ten minutes allowed between classes.

- Flexibility in course requirements may also need to be considered. Some disabilities may absolutely prevent the student from participating in a specific required course even with adaptations. It may be necessary to consider a substitute course for the required one.

Student

- It is advisable to contact your professor early in the semester and let him know about your special needs. **This is extremely important!** It will allow you and the professor adequate time to make suitable arrangements for course requirements, classroom accessibility, and testing arrangements. However, ultimately, it is the professor who decides what are "reasonable accommodations."

- If your instructor "forgets" you and your particular needs, remind him/her.

SPEECH IMPAIRMENT

A speech disorder is any interference with an individual's ability to express ideas, experiences, knowledge and feelings. Speech impairments can range from articulation or voice difficulties to being totally nonvocal. Although each speech impaired individual will exhibit unique traits, several general characteristics are often observed. These include:

1) Articulation disorders which consist of incorrect production of speech sounds due to faulty placement, timing, direction, pressure, speed, or integration of the movement of the lips, tongue, velum, or pharynx.

2) Fluency disorders which constitute any interruption in the flow of oral language, not restricted to stuttering.

3) Language disorders, which consist of any difficulty with the production and/or reception of linguistic units, regardless of environment, which may range from total absence of speech to minor variations.

4) Voice disorders, which comprise any deviation in pitch, intensity, quality, or other basic vocal attribute which consistently interferes with communication, draws unfavorable attention, adversely affects the speaker or listener, or is inappropriate for the age, sex, or perhaps the culture or class of the individual. These may be organic or functional in nature.

Suggested Accommodations

Classroom

- Many speech impaired individuals will be tentative about participating in classroom discussions or activities that require speaking. The most important accommodation for speech impaired students, then, is the instructor's encouragement for them to speak in class, but not pressuring them to do so.
- It is important for the faculty instructor to reply to the student's attempts at communication.
- Accept appropriate speaking attempts when the student is answering a question in class.
- Always try to speak naturally to the student.
- Do not complete words, phrases or sentences that the student is having difficulty pronouncing.

Testing

- Be aware of the speech impaired student's hesitancy to speak in a group when assigning group projects, oral quizzes, or class participation grades.

Suggested Guidelines

Faculty

- Inform any student who has a type of speech impairment or communication disorder of the availability of diagnostic evaluation and possible therapy through the Clarion University Speech and Hearing Clinic.
- Allow students to take written or some other form of test, rather than oral, if this is deemed possible.
- Encourage the student, using patience and understanding, to take advantage of developing his or her own appropriate oral communication techniques.

Student

- Identify yourself to your instructors and suggest ways that accommodations will benefit you. Be specific in explaining what will or won't work for you.
- Take advantage of available services with a speech pathologist whenever necessary.
- If your instructor "forgets" you and your particular needs, remind him or her.

VISUAL IMPAIRMENT

Two categories can be used to describe visual impairment: partial and total blindness. The terms partially blind and legally blind are used to describe persons whose vision in the better eye is 20/200 or less or those who have "tunnel vision". A person who has 20/200 vision can see less even with correction, at a distance of 20 feet than a person of "normal" vision can see at 200 feet. A person with tunnel vision sees at an extremely narrow angle (less than a 20 degree angle). Seventy to eighty percent of those who are considered legally blind have limited vision with some light and motion perception.

Suggested Accommodations

Classroom

Blind and partially sighted students often find that their learning is enhanced by opportunities to listen and observe through experiential activities.

Since many blind and partially sighted students use audiotape textbooks, it becomes very important that they or the University bookstore are informed, prior to the beginning of a term, of which texts will be used in each course. Taped copies of the textbook may then be ordered from national agencies such as "Recordings for the Blind" and/or the National Library Service for the Blind and Physically Handicapped's "Talking Book" program as they are available. This process may take six weeks to complete.

It is important that visually impaired students are afforded the opportunity to participate in courses that may even be quite "visual" in nature such as art appreciation - just as any other "educated" person would. Faculty should be careful, however, not to lower expectations based solely on the disability.

Blind and visually impaired students may use a variety of methods to synthesize course material. These might include readers, taped textbooks, raised line drawing, large print books, braille, or optical aids such as a visual-tek.

Some suggestions for classroom accommodations include:

- Incorporate records and tapes into your teaching techniques as much as possible.
- Discuss seating arrangements with the student at the beginning of the term. Take into consideration the desk arrangements in relation to the teacher and other students.
- Repeat what is written on the blackboard and spell new words out loud. Be aware of verbal descriptions that may confuse the student e.g., "**this** number added to **that** number gives you 27".
- When equipment is to be used, explain the equipment and the procedures verbally.
- Allow for tactile exploration.
- Allow ample time for assignments to be completed.
- Consider making copies of your class notes and outlines as well as overhead materials presented in class for use by the visually impaired student.
- Where spelling and punctuation are related to course objectives, discuss with the student a way for grammar to be evaluated within the parameter of the accommodations.
- Use large print on the blackboard or on an overhead projector.

Testing

Tests can be given orally through a reader or by giving a tape recorded test. Work out a suitable system for test-taking with the student early in the term. The following test-taking suggestions are recommended:

- Depending on the type of test (objective or essay), the answers can be recorded on the answer sheet by the reader or by having the student turn in his/her answers on tape.
- Allow the student and the reader to work where they will not be disturbed by others and where they will not disturb others.

- Allow the reader to repeat the test items as many times as necessary. This is no different than a sighted student re-reading the question.

- Another option is to have the exam tape recorded. The answers can be either written out by a proctor, answered on tape, or the visually impaired student can type the answers to essay tests.

- Partially sighted students may choose to use a print magnifier to help them with the tests. Mimeographed tests are particularly difficult for a visually impaired student.

- Still another option is for the instructor to administer the test in a one-to-one situation.

Suggested Guidelines

Faculty

- Ask the student if he/she needs classroom accommodations and/or curricular adaptations.

- Please choose your texts early and notify the bookstore of your selections. This will enable the student to order and receive taped copies of the text prior to the commencement of the semester.

- Let the student know you are willing to work with him/her on reasonable requests.

Student

- Contact the instructor at or before the first class meeting. Introduce yourself and share information about your disability and special accommodations you will need.

- Sit in front of the classroom, possibly near a window and away from troublesome shady areas.

- Assist the instructor by offering suggestions for appropriate accommodations. The instructor may look to you to offer alternative methods and techniques which maximize your opportunity to participate fully in the course.

- Ask the instructor for permission to tape record lectures.

- If needed, make sure to get your texts recorded as early as possible.

- If the instructor "forgets" you and your particular needs, i.e., reading blackboard material aloud, remind him/her after class.

GENERAL RECOMMENDATIONS

Some points to remember when working with disabled students:

1. Disabled students are more experienced than you with their disabilities. Ask them for suggestions of ways that you might be able to help them with accommodations in your class.

2. Remember to look at each disabled student individually.

3. When offering assistance to a disabled student or in any kind of contact, it is extremely important to respect that person's privacy.

4. Individual assistance can be quite helpful in promoting the learning experience. However, avoid behaving in a patronizing, condescending, or pitying way. Too much attention can be as harmful as too little.

5. Provide a course study guide which covers specific terms and concepts the student needs to master course material. Include study questions for text chapters or lab work. Offer an outline of material to be covered on tests.

6. Vary your approach to teaching methods and giving directions to allow for differing strengths and weaknesses in students.

7. Encourage the student to use various techniques to adapt course material to his or her individual learning style.

8. Carefully explain the purpose and objectives of your assignments. Try to give the assignments in writing as well as orally. Make sure the student understands the assignment and your grading system.

9. Be sensitive to non-verbal and verbal signs of student anxiety or frustration. Be willing to discuss problems the student may be having in your class. Refer the student to appropriate support services.

10. Assist students with lectures and assignments in ways that would be most beneficial (i.e., taped lectures).

11. Notify students of course changes not noted on the syllabus as early as possible.

GLOSSARY

Amplification - The process of increasing the power or loudness of sounds.

Aphasia - Inability to comprehend, manipulate or express words in speech, writing or gesture.

Auditory Perceptual Problems - Inability to discriminate between similar sounds, to hear sounds in the order they were given, or to hear sounds over background noises.

Barrier - Any obstacle which hinders or prevents access to buildings or information. Barriers can be caused by physical obstacles (such as stairs for a person in a wheelchair); physiological/psychological barriers (such as blindness which poses a barrier to print material); or attitudinal barriers (such as an employer's unwillingness to hire a disabled individual.

Captioned Films - Films in which the spoken words are shown in written form on the screen.

Cerebral Palsy - A paralytic condition caused by injury to the brain, usually during pregnancy. Common to this condition is a disturbance of the voluntary motor functions. Three major types of cerebral palsy are generally indicated.

a. Spastic form is typified by abrupt and jerky movements.

b. Athetoid form typified by slow repetitive motions, is often accompanied by lack of control over facial and throat muscles and results in drooling, sagging parts of the face or difficulty in speaking.

c. Ataxic form is marked by a poor sense of balance and lack of coordination.

Dyscalculia - Inability to perform mathematical operations.

Dysgraphia - Inability to communicate effectively through printing or cursive writing.

Dyslexia - Inability to read and comprehend the printed word.

Finger Spelling - Spelling out words, letter for letter, by using fringer configurations which represent the letters of the alphabet.

Hemiplegia - Paralysis of one lateral half of the body or part of it resulting from injury to the motor centers of the brain. Leg, hand and arm movement or one side of the body is generally affected.

Interpreter - One who converts oral communications into visual communication for the deaf via sign language. Information on interpreters is available from the Registry of Interpreters for the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Large Print Texts - Reading materials which are produced in type set or photographically enlarged editions. 14-point type is considered the minimum size for large print. Large Print is used by visually impaired individuals who require larger, bolder print.

Large Print Typewritters - Typewritters which produce a large type print.

Legally Blind - A condition wherein a person's vision in the better eye is 20/200 or less.

Multiple Sclerosis - A disease which attacks parts of the brain, spinal cord and nerves and can result in blindness, paralysis, deafness, ataxia, and speech impairment.

Muscular Dystrophy - A disease which progressively atrophies the sketetal muscles.

Paraplegia - A condition which involves paralysis of the lower part of the body with involvement of both legs.

Quadraplegia - Paralysis of both the upper and lower extremities of the body. Leg, hand, arm use on both sides of the body are generally affected.

Ramp - A sloping surface connecting two levels for use by mobility impaired individuals. The slope of a ramp should be no greater than a one foot rise in every 12 feet.

Reader - One who reads print materials directly to blind individuals or who tapes print materials for blind individuals.

Recorded Books - Books which have been recorded onto phonodiscs or audiocassettes for use by visually impaired individuals. Also called "talking books."

Residual Hearing - The amount of hearing remaining after a hearing loss.

Retinitis Pigmentosa - A hereditary, slow degerative disease of the retina which begins in childhood, and often results in blindness by middle age. The first evidence of the disease is usually night blindness.

Spina Bifida - A condition in which the spinal cord is not completely covered by vertebrae, usually resulting in paralysis and loss of sensation below the point at which the spine is open.

Stammering - A condition in which a person hesitates in the act of speakinng and is unable for a time to pronounce certain syllables.

Tunnel Vision - a drastically narrowed field of vision where a person can only see at an extremely narrow angle (less tha a 20 degree angle).

Visual Perceptual Problems - Inability to see a specific image within a competing background, to see objects in the correct order, or to seeing the difference between two similar objects.

REFERENCES

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APPENDIX 1
Request Form for Testing Alternatives

AUTHORIZATION TO ADMINISTER TEST/QUIZ

Student: _____

The Learning Center/Reading and Study Skills Laboratory arranges to administer tests as a service to students whose disabilities prevent regular classroom administration. The student's professor makes all academic decisions regarding the details of test administration.

The authorization must accompany the test/quiz to be administered.

Please complete the following steps to arrange for the Learning Center's Learning Skills Specialist to administer test/quiz.:

1. **Student** and **Professor** meet:
   discuss details and arrangements for testing
   fill out and sign this form

2. **Student** contacts the Learning Center/Reading and Study Skills Lab and makes arrangements for testing. The student requests a time and space for test/quiz and any equipment or assistance needed.

3. **Professor** then forwards a copy of the test/quiz and **this form** to the Learning Center/Reading and Study Skills Lab at 202 Egbert Hall. We suggest hand delivery to avoid possible loss or delay in campus mail and to insure test security.

   Note: Tests which must be recorded for blind and dyslexic students can not be administered by the Learning Skills Specialist in less than two full working days from the time of receipt of the test at the Learning Center/Reading and Study Skills Laboratory.

4. The Learning Skills Specialist will administer the test on a date and time as close as possible to that requested and following guidelines specified by the professor in this form.

5. The Learning Skills Specialist will hand deliver the completed test to the person designated on this form and obtain a receipt for the returned test/quiz.

PLEASE COMPLETE

Course number: ..... Section: .....

Requested date of testing .....

Return completed test to:

Name .....

Address .....

Phone ( ) .....

Time student allowed for test: ..... hours

Testing instructions (open book, calculators allowed, etc.)

.....

.....

Signed: ..... Date .....
Instructor

.....
Student

APPENDIX 2

CLARION UNIVERSITY POLICY FOR RELOCATION OF CLASSES AND MISCELLANEOUS ADJUSTMENTS

Inevitably there will be classes scheduled in rooms inaccessible to the non-ambulatory handicapped. When a non-ambulatory person, in the pursuit of his college work, is scheduled for a class meeting in a non-accessible room, the following procedure will be followed:

a. If the course is multiple section, the student may be rescheduled into an alternate section in an accessible room.

b. If an alternate section of a course in an accessbile area is not available, every reasonable effort will be made to rescheduled it in a room that is accessible.

c. Responsibility for making room changes lies with the Academic Sevices and vested in the following both individually and collectively.

1. The student's advisor.

2. The faculty member who is teaching a course that involves a non-ambulatory handicapped student who is scheduled in a non-accessible room.

3. The department chairman in whose area the course is administered.

4. The handicapped individual.

Miscellaneous adjustment that can be made quickly to accommodate handicapped persons--for example, adjustment of a laboratory bench--should be handled as follows:

1. The faculty member should make the need known to his/her chairman.

2. The chairman should make direct telephone contact with the appropriate dean.

3. The appropriate dean should make immediate telephone contact with the Office of the Vice President for Administration.

APPENDIX 3

UNIVERSITY ACCESSIBILITY

University Accessibility

Though the University has been striving to make all of its facilities wheelchair accessible, the geographical terrain makes wheelchair travel less than ideal. It would be advisable for the mobility impaired student to have access to a van or automobile to get close to the facility. Campus Security has even provided this service in certain instances. A number of the older buildings which are wheelchair accessible do not have modified toilet facilities or lowered drinking fountains. It is suggested that the student carry a small collapsible plastic cup for getting drinking water.

An examination of the Clarion University academic facilities accessiblity follows:

Becht Hall - not accessible

Becker Hall - convenient handicapped parking in the rear near the ground floor entrance which is wheelchair accessibile. No elevators or wheelchair lifts to get to the second floor. A student must travel halfway around the building and up a graded slope to get to the top floor. There is no HP parking space or curb cut to accommodate the upper entrance. Toilet facilities have been modified, and there are lowered drinking fountains.

Carlson Library - (HP) parking is not convenient with only one such space located behind Music Hall at the top of a steep slope. The mobility impaired student with little stamina will have difficulty getting to and from the building. The sidewalk in front of Music Hall is extremely hazardous because of a deep sloping drain which will cause the student to lose control of his wheelchair and crash into the stone wall. This obstacle must be passed in order to get to the front side entrance and the elevator serving the bookstore and the classrooms. The entrance to the library is less hazardous but no less exhausting. Library facilities appear to be satisfactory and can be reached by elevator. Toilet modifications have been made.

Ceramics Lab - is accessible but potters wheels are foot controlled.

Chapel Theatre - not accessible.

Davis Hall - presently being renovated and will have convenient HP parking, ramp access, toilet modifications and an elevator to the second floor.

Foundry - accessible entrance to Foundry - no entrance to sculpturing studio.

Founders Hall - convenient HP parking, and accessible to ground level and first floor by a wheelchair lift located outside the rear of the building. Other modifications have not been made.

Marwick-Boyd Fine Arts Center - only one HP parking space beside the building; the only wheelchair accessible entrance is at the extreme end of the building. A one-step ramp located at the entrance adjacent to the parking lot would be much more convenient during inclement weather. An elevator and a wheelchair lift make most of the building accessible. The steep slope in the auditorium will probably necessitate assistance in getting up to the exit.

Peirce Science Center and Planetarium - has convenient HP parking within a few feet from the ground floor entrance. There is also a new entrance at the front of the building at the first floor level. An elevator makes the building totally accessible to all floors and the planetarium. Toilet modifications have not been made.

Special Education - accessible at front entrance to top floor only. Toilet modifications have been made.

Stevens Hall - Newly renovated with modified toilets, lowered fountains, and an elevator serving both floors. It has convenient HP parking and ramped entrance.

Still Hall - Convenient HP parking and accessible entrance close by. It has elevators and modifed toilets.

Tippin Gymnasium - Wheelchair accessible entrances to the first and second floor levels. It has no elevators or lifts. The second legal entrance is located on top of a steep slope but with convenient HP parking. First level is wheelchair accessible from loading area in the rear. The weight room is inaccessible, special provisions for the handicapped in the natatorium and showers but no special spectator arrangement in the gymnasium.

Athletic Stadium - HP parking not available. However, security will allow parking near the grandstand. Special entrance is not available. Seating arrangements are not available.

Student service buildings

Chandler Dining Hall - has convenient HP parking and is wheelchair accessible.

Harvey Hall - is not accessible.

Reimer Center - has convenient HP parking and is wheelchair accessible to only the first (ground level) floor.

Available Services

Housing - Ralston Hall has been modified to house the mobility impaired student. It is conveniently located near the dining hall. The student is responsible for providing any special apparatus such as trapeze, special matresses such as a water matress, Rho cushions or bearskin rugs.

Keeling Health Center - is equipped to provide basic health care as part of your student fees. It cannot be responsible for chronic or specialized conditions such as decubidi. Though it can treat urinary bladder infections, this and decubidi are best treated by a physician familiar with your condition. The Health Center can provide such services as changing internal catheters, however, it is necessary that each student provide his/her own. The Infirmary does not maintain a supply of catheters or tubing. Prevention and control of chronic condition or ailments are best aided by the student's own self-care practices. The student should discuss his/her medical history with Health Center personnel prior to enrollment in college.

Pharmacy - the Health Center does not maintain a supply of special drugs. It will be the student's responsiblity to obtain these drugs from several of the local pharmacies.

Physical Therapy - is not provided by the University. Arrangements can be made through the visiting nurses program or the Clarion Hospital. It might be possible to arrange for a friend or attendent to learn some of the "Range of Motion" procedures from a qualified physical therapist.

Physical Education - adaptive physical education courses can be arranged through the Physical Education Department.

Attendent Care - is the financial responsiblity of the student. At present, there is no special arrangement for this care, however, faculty members of the Habilitative Science Program believe that many of their students in this program could provide the necessary personal care in the areas of dressing, bathing, bowel and bladder care, transferring, grooming, laundry and housekeeping.

Wheelchair Repairs - are not available locally, Klingensmiths Health Care can order replacement parts for Everest-Jennings wheelchairs but the service is very slow. It would be better to rent a chair or bring a spare.

continued from inside front cover....

Reading and Study Skills Lab (202 Egbert Hall) . . . . . Phone 226-2249

Offers assistance to students in reading comprehension and efficiency, classroom performance skills, and time management techniques. The lab staff also arranges to administer tests as a service to students whose disabilities prevent regular classroom administration (see Appendix 1).

Speech and Hearing Clinic (Keeling Health Center) . . . . . Phone 226-2326

Provides diagnostic testing and evaluation as well as therapy with speech pathologists. Students who have taken the manual communications course (offered on the Clarion University Campus) are available as interpreters through the clinic.

Student Development Center (114 Egbert Hall) . . . . . Phone 226-2249

Provides a tutoring service in most lower level content courses.

Writing Center . . . . . Phone 226-2173

Assistance is available for improving mechanical, rhetorical and other writing skills.

COMMUNITY RESOURCES

Blindness and Visual Services (BVS) Suite 1002, Baldwin Bldg. Erie, PA 16501

Located in Erie, the Office of Blindness and Visual Services may be contacted by Blind and Visually impaired students. This office works with individuals who are blind or visually impaired (on an appointment basis) in order to provide training, education and support services to enable such individuals to function independently.

National Library Service for the Blind and Physically Handicapped (NLS) The Library of Congress, Washington, D.C. 20452

The National Library Service provides books in recorded and braille format for visually impaired and/or blind individuals. The NLS also provides equipment on which recorded materials may be played. To register for the service, eligible individuals must fill out an application form which may be obtained from the National Office.

Office of Vocational Rehabilitation (OVR) 8 Grant Street, Board of Assistance Building, Clarion, PA 16214 (Monday only)

The goal of this office is to find and identify vocationally handicapped individuals in order to facilitate their movement from dependence to vocational productivity. The office also will help to place disabled individuals in employment and seeks to initiate, promote and support efforts designed to assure disabled individuals' full vocational participation in society. Visually impaired individuals are not eligible for help from this office but will receive services from Blindness and Visual Services.

CAMPUS MAP

CLARION UNIVERSITY
OF PENNSYLVANIA
CLARION, PA 16214

Campus Information 814-226-2000

– LEGEND –

ACADEMIC FACILITIES
1 Carlson Classroom
2 Still Hall
3 Carlson Library
4 Chapel Theatre
5 Davis Hall
6 Foundry
7 Founders Hall
8 Marwick-Boyd Fine Arts Center
9 Ceramics Lab
10 Peirce Science Center & Planetarium
11 Special Education Center
12 Stevens Hall
13 Tippin Gymnasium - Natatorium
14 Thorn I
15 Becht Hall (Partial)
16 Becker Hall

RESIDENCE HALLS
15 Becht Hall (Partial)
17 Ballentine Hall
18 Given Hall
19 Wilkinson Hall
20 Nair Hall
21 Ralston Hall
22 Campbell Hall
23 Forest Manor (Private)

STUDENT SERVICES
24 Chandler Dining Hall
25 Harvey Hall
26 Keeling Health Center
27 Riemer Center
28 Career Placement Services
29 Writing Center

ADMINISTRATION & SUPPORT
30 Carrier Hall
31 Egbert Hall
32 McEntire Maintenance Building
33 Warehouse
34 Music Hall
35 Alumni House
36 Haskell House